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Please enjoy this complimentary excerpt from *The PLC+ Activator's Guide* by Dave Nagel, John Almarode, Douglas Fisher, Nancy Frey, and Karen Flories. This excerpt addresses some of the challenges that come from working with the dynamics of a PLC+ team.

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We will close out this part of the guide by addressing some of the challenges or barriers that come when we work with people. We want to provide ideas and strategies for addressing the challenges and barriers related to the relational dynamics of PLC+ teams, and to focus less on the functional dynamics related to the five guiding questions.

## 9. WHAT IF THE PLC+ HAS MEMBERS THAT DO NOT WANT TO CHANGE?

Another favorite of ours! This is one of the toughest barriers to go around, go over, or remove. One of the social studies teachers at Toloache High School describes the barrier this way: “You can see them cross their arms right in the middle of a faculty meeting or team meeting. You know, right then and there, that they will be a tough sell—and even harder to move.” Some of this resistance to change comes from teachers whose students have high test scores and do not want to rock the boat. However, as the instructional coach observes, “Another pocket of resistance comes from those who have done it this way for so long they are not interested in changing . . . even if it [what they have been doing] does not work.” How do PLC+ teams activate dialogue that does not allow this particular barrier to stop permanently the work of the PLC+?

**Scrap Consensus:** The instructional leadership team responsible for implementing the PLC+ framework schoolwide decided early on to move forward without consensus. Moving forward the work of the PLC+ does not require 100 percent of the faculty and staff to be 100 percent on board. In the long term, yes, this is a realistic goal. However, consensus may come only after others experience or witness the success of the PLC+ approach (i.e., the move from individual to collective efficacy).

**Connect Goals With Real Work:** As we encounter those colleagues who are not willing to change, linking the everyday expected work of the classroom teacher to the goals of the PLC+ is paramount. This is not “one more thing” or “something totally different.” This *is* the work. Describing the PLC+ framework as integral to the expectations of every school, classroom, and teacher will help overcome this barrier—it is something we should already be doing.

**Think Big, Start Small:** Big changes in the way we do business is a big turn-off to those already resistant to change. Keeping this in mind, the instructional team at Toloache High School decided to break down the work of the PLC+ framework into very small and doable chunks for those resistant to the change.